

**AIMS-A QUESTIONS AND ANSWERS
FORMS 1, 2, 3, AND PORTFOLIO RECOMMENDATIONS
October 30, 2000**

FORMS COMPLETION SCHEDULE FOR FY 2001 (July 1, 2000 to June 30, 2001)

FORM 1:	ALTERNATE ASSESSMENT ELIGIBILITY CRITERION	SEPTEMBER - OCTOBER 2000
FORM 2:	STANDARDS STATUS REPORT	OCTOBER - DECEMBER 2000
	UPDATE for students in Grades 3, 5, 8 , and prescribed High School assessment years or ages 9, 11, 14 , and 16-18	MARCH - APRIL 2001
FORM 3:	AIMS-A CHECKLIST	APRIL 2001
FORM 4:	PARENT QUESTIONNAIRE	JANUARY - APRIL 2001
FORM 5:	ACTIVITY BASED PERFORMANCE ASSESSMENT	JANUARY - APRIL 2001

FORM INSTRUCTIONS:

FORM 1: ALTERNATE ASSESSMENT ELIGIBILITY CRITERION

1. When the teacher fills out Form 1; he/she should review the current IEP for participation in State and district-wide assessments. He/she should determine if the IEP team identified that the student will participate in the alternate assessment.
 - a) If Form 1 identifies that the student was eligible in all areas (reading, writing, and mathematics) and this is consistent with the State and district-wide assessment section of the current IEP, then go on to Form 2.
 - b) Reconvene the IEP team to revise the State and district-wide assessment section if there is a discrepancy between what the current IEP says and the student's eligibility on Form 1. For example, if the current IEP states the student should participate in an alternate assessment in reading, writing, and mathematics and the student is eligible in reading and writing only.
2. Update Form 1 annually at the next IEP.
3. Form 1 is only required for students being instructed at the Functional or Readiness Level of the Arizona Academic Standards in at least one area (i.e., reading, writing, or mathematics).

FORM 2: STANDARDS STATUS REPORT

1. Review and update Form 2 for students who are in the prescribed assessment years (grades 3, 5, 8, and 10 or in ungraded classes at ages 9, 11, 14, and 16 years) prior to finalizing Form 3, AIMS-A Checklist which will be submitted in April.
2. Update Form 2 annually prior to student's annual IEP using the next review color: first review/baseline data-pencil or black pen; second review-blue pen; third review-red pen.
3. Form 2 can be used when reviewing existing data as part of the reevaluation process.

FORM 3: AIMS-A CHECKLIST

1. The **bold performance objectives** on Form 2, Standards Status Report are the items selected for scoring on Form 3, AIMS-A Checklist.

FREQUENTLY ASKED QUESTIONS

AIMS-A

October 10, 2000

DRAFT

1. What information should parents have on alternate assessment?

- ◆ Include parents when you are training your staff on the implementation of the AIMS-A assessment tool
- ◆ Parents should always be participants in the decision-making process related to statewide assessment at the IEP meeting
- ◆ They need knowledge regarding functional standards, and an overview of the form that provides a student profile for alternate assessment (Form 2, Standards Status Report)
- ◆ Parents should have access to Form 2 to help in the development of IEP goals and objectives and to monitor their child's progress

2. Where are AIMS-A forms filed?

Form 1, Alternate Assessment Eligibility Criterion, is a part of the IEP and should be filed in the Special Education Master File.

Form 2, Standards Status Report, stays with the teacher until three reviews are completed and then it goes to the Special Education Master File. **If a student withdraws** from school at any time, then Form 2 goes to the Special Education Master File to be sent on to the student's new school with other records.

3. When is Form 1, Alternate Assessment Eligibility Criterion used?

Form 1 is only required for students being instructed at the functional or readiness level of the Arizona Academic Standards in at least one area i.e., reading, writing, or mathematics.

4. Do we need to implement AIMS-A forms before Grade 2?

The AIMS-A is the alternate assessment for State and district-wide assessments. AIMS-A Form 2, Standards Status Report, is the alternate for the Stanford 9 that is given in grades 2-11. While Form 2 is not required prior to Grade 2 for statewide assessment, it may be used as an alternate for district-wide assessments that start before grade 2. Teams may begin to use Form 2 beginning at the preschool level for IEP planning. Form 2 establishes an individual profile of student progress on the Arizona Academic Standards at the Functional and Readiness levels. *(IEP goals should reflect the Arizona Academic Standards for all students.)*

5. If using other means of alternate assessment, do I drop those and simply use these forms?

All students need to take the Stanford 9 or an alternate assessment if the student is eligible for an alternate assessment (i.e., AIMS-A Form 2, Standards Status Report) **and** AIMS or an alternate assessment if the student is eligible for an alternate assessment (i.e., AIMS-A Forms 3-5) **and** the district-wide assessment or an alternate assessment established by the LEA or SEA (i.e., AIMS-A Form 2.)

IDEA Statute:

*Children with disabilities are included in general State **and** district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the State or local educational agency--*

- (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and*
- (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.*

6. When "training the teachers", can we get access to the already developed power point presentations?

Yes, the power point presentation has been sent to the ADE webmaster and posting has been requested on the ADE web site www.ade.state.az.us under AIMS, STANDARDS, AND ACCOUNTABILITY section under the heading of Materials and Resources.

7. Can the IEP team decide not to give the AIMS-A after age 16?

AIMS-A Forms 3-5 must be given in grades 3, 5, 8, and 10 with the option to continue through grade 12 or in ungraded classes when 9, 11, 14, or 16 years of age with the option to continue through age 22. AIMS-A Form 2, Standards Status Report, which is the alternate assessment for the Stanford 9, must be given in grades 2-11. Teams may choose to continue using Form 2 through ages 22 as an IEP planning and monitoring tool.

8. Will forms be available on line or on disk and can the AIMS-A be submitted electronically?

AIMS-A forms will only be available in hard copy. This first year we do not have the capability to submit the alternate assessment electronically.

9. Under what conditions must the IEP team be reconvened as related to Form 1, Alternate Assessment Eligibility Criterion?

Reconvene the IEP team to revise the State and district-wide assessment section if there is a discrepancy between what the current IEP says and the student's eligibility on Form 1. For example, if the current IEP states student should participate in an alternate assessment in reading, writing, and mathematics and the student is eligible in reading and writing only.

The following responses are from the U.S. Department of Education, Office of Special Education Programs, OSEP 00-24 memorandum dated August 24, 2000.

10. Do the requirements to establish participation guidelines for alternate assessments and to develop alternate assessments apply to both SEAs and LEAs?

Yes, 34 CFR 300.138 specifically requires inclusion of children with disabilities in both State and district-wide assessment programs and requires both the SEA and the LEA, as appropriate, to develop guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessments, and develop alternate assessments.

11. If the SEA has developed guidelines for participation in State alternate assessments, can the LEA use those guidelines to meet its LEA responsibility?

There is nothing that prohibits the LEA from adopting the SEA guidelines if the SEA guidelines are consistent with the assessment program objectives of LEA district-wide assessments.

12. Can LEAs use their own alternate assessment or must they use the State's alternate assessment?

In States with statewide assessment programs, local districts must administer the State alternate assessment. Moreover, local districts must develop and conduct alternate assessments if they have district-wide assessments, or use the State alternate if appropriate.